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ABSTRACT

Considerable attention has been given to parental involvement in education in the last decade, and the movement has empowered parents and given them a moral and legal right to be involved as partners with the schools and community agencies in the education of their children. This text provides a collaborative model which parents, teachers, and community agencies may employ to meet the needs of children with disabilities. Specific activities and intervention strategies provide an approach for parents and teachers to develop programs jointly. Major topics include a systems perspective of human development, parenting skills with recommended strategies, the importance of parental reactions to their children with disabilities, the need for parent counseling, the effect of federal legislation on parental involvement, techniques for improving parental involvement, promoting cultural awareness, innovative ways of jointly sharing information and ensuring confidentiality, reporting progress to parents, strategies for improving collaboration between parents and schools, parental perceptions of inclusion, and projections on parental involvement in the future. In addition, appendices include a list of relevant national service organizations and an overview and a list of readings on the Individuals with Disabilities Education Act (IDEA) of 1997. (CR)